

## FLORENCE 4 SCHOOL DISTRICT

220 N. Pinckney Street  
Timmonsville, SC 29161

**GRADES** PK-12

**ENROLLMENT** 1,044 Students

**SUPERINTENDENT** Dr. Chuck Gadsden 843-346-5391

**BOARD CHAIR** Mr. Joe Donawald 843-346-3436

**FISCAL AUTHORITY** District Board/Referendum

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	6	9	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Average	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Below Average	No

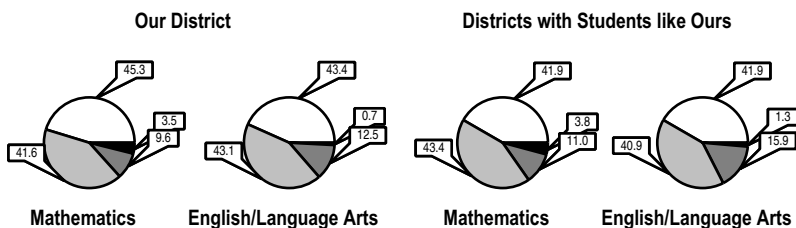
**DEFINITIONS OF DISTRICT RATING TERMS**





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our District</b>			<b>Districts with Students like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed both subtests</b>	63.4	N/A	N/A	61.4	N/A	N/A
<b>Passed 1 subtest</b>	14.6	N/A	N/A	18.9	N/A	N/A
<b>Passed no subtests</b>	22.0	N/A	N/A	19.7	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	0.0	3.5
<b>Seniors who met the SAT/ACT requirement</b>	0.0	3.5
<b>Seniors who met the grade point average</b>	46.4	37.4

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	503	99.2	43.4	43.4	12.5	0.7	13.2
Gender							
Male	265	98.9	50.8	39.0	9.7	0.4	10.2
Female	238	99.6	35.5	48.2	15.5	0.9	16.4
Racial/Ethnic Group							
White	64	100.0	35.3	52.9	11.8	0.0	11.8
African-American	436	99.1	44.8	42.3	12.2	0.7	12.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	418	99.5	39.7	44.7	14.7	0.8	15.5
Disabled	85	97.7	61.8	36.8	1.3	0.0	1.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	503	99.2	43.4	43.4	12.5	0.7	13.2
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	502	99.2	43.5	43.3	12.5	0.7	13.2
Socio-Economic Status							
Subsidized meals	420	99.1	44.4	44.1	11.0	0.5	11.5
Full-pay meals	73	100.0	37.9	39.4	21.2	1.5	22.7
Mathematics							
All Students	504	99.6	45.3	41.6	9.6	3.5	13.1
Gender							
Male	266	99.3	47.1	40.8	8.8	3.4	12.2
Female	238	100.0	43.4	42.5	10.4	3.6	14.0
Racial/Ethnic Group							
White	64	100.0	37.3	41.2	15.7	5.9	21.6
African-American	437	99.5	46.7	41.5	8.9	3.0	11.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	418	99.8	38.8	45.7	11.5	3.9	15.5
Disabled	86	98.8	76.9	21.8	0.0	1.3	1.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	504	99.6	45.3	41.6	9.6	3.5	13.1
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	503	99.6	45.4	41.5	9.6	3.5	13.1
Socio-Economic Status							
Subsidized meals	421	99.5	46.8	42.2	8.4	2.5	10.9
Full-pay meals	73	100.0	36.4	37.9	16.7	9.1	25.8

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**  
N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	96	97.9	34.5	51.7	13.8	N/A	13.8
	Grade 4	87	98.9	37.7	44.2	18.2	N/A	18.2
	Grade 5	86	100.0	48.6	44.6	6.8	N/A	6.8
	Grade 6	82	97.6	61.5	26.9	11.5	N/A	11.5
	Grade 7	85	98.8	63.2	35.5	1.3	N/A	1.3
	Grade 8	92	100.0	58.1	31.4	9.3	1.2	10.5
<b>2004</b>	Grade 3	80	100.0	23.8	38.8	35.0	2.5	37.5
	Grade 4	89	98.9	59.1	34.1	5.7	1.1	6.8
	Grade 5	100	99.0	33.0	57.7	9.3	N/A	9.3
	Grade 6	76	100.0	51.3	35.5	13.2	N/A	13.2
	Grade 7	77	97.4	44.0	40.0	16.0	N/A	16.0
	Grade 8	84	100.0	50.6	48.2	1.2	N/A	1.2
<b>Mathematics</b>								
<b>2003</b>	Grade 3	96	97.9	43.2	53.4	3.4	N/A	3.4
	Grade 4	87	97.7	35.5	51.3	11.8	1.3	13.2
	Grade 5	86	100.0	37.8	52.7	6.8	2.7	9.5
	Grade 6	82	100.0	53.2	30.4	13.9	2.5	16.5
	Grade 7	85	100.0	60.5	35.5	2.6	1.3	3.9
	Grade 8	92	98.9	60.0	36.5	3.5	N/A	3.5
<b>2004</b>	Grade 3	80	100.0	35.0	52.5	10.0	2.5	12.5
	Grade 4	89	100.0	59.6	33.7	6.7	N/A	6.7
	Grade 5	100	99.0	48.5	40.2	6.2	5.2	11.3
	Grade 6	76	100.0	19.7	48.7	22.4	9.2	31.6
	Grade 7	77	98.7	52.6	31.6	13.2	2.6	15.8
	Grade 8	84	100.0	58.3	39.3	1.2	1.2	2.4

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	84	97.6	25.6	38.5	26.9	9.0	35.9
Gender							
Male	43	97.7	28.2	38.5	28.2	5.1	33.3
Female	41	97.6	23.1	38.5	25.6	12.8	38.5
Racial/Ethnic Group							
White	10	N/A	N/A	N/A	N/A	N/A	N/A
African-American	73	97.3	26.8	40.8	23.9	8.5	32.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	80	98.8	22.7	40.0	28.0	9.3	37.3
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	84	97.6	25.6	38.5	24.4	9.0	35.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	84	97.6	25.6	38.5	26.9	9.0	35.9
Socio-Economic Status							
Subsidized meals	60	96.7	25.0	41.1	23.2	10.7	33.9
Full-pay meals	24	100.0	27.3	31.8	36.4	4.5	40.9

Mathematics							
All Students	84	97.6	35.9	37.2	24.4	2.6	26.9
Gender							
Male	43	97.7	43.6	28.2	23.1	5.1	28.2
Female	41	97.6	28.2	46.2	25.6	N/A	25.6
Racial/Ethnic Group							
White	10	N/A	N/A	N/A	N/A	N/A	N/A
African-American	73	97.3	36.6	38.0	25.4	N/A	25.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	80	98.8	33.3	38.7	25.3	2.7	28.0
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	84	97.6	35.9	37.2	24.4	2.6	26.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	84	97.6	35.9	37.2	24.4	2.6	26.9
Socio-Economic Status							
Subsidized meals	60	96.7	33.9	41.1	25.0	N/A	25.0
Full-pay meals	24	100.0	40.9	27.3	22.7	9.1	31.8

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	55	85.5%	56	0.0%	73	64.4%	N/A
<b>Gender</b>							
Male	17	76.5%	16	0.0%	25	48.0%	
Female	38	89.5%	40	0.0%	48	72.9%	
<b>Racial/Ethnic Group</b>							
White	4	I/S	4	I/S	8	37.5%	
African American	51	84.3%	52	0.0%	65	67.7%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
<b>Disability Status</b>							
Not disabled	55	85.5%	51	0.0%	66	71.2%	
Disabilities other than speech	N/A	N/A	5	0.0%	7	0.0%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	55	85.5%	56	0.0%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	55	85.5%	56	0.0%	73	64.4%	
<b>Socio-Economic Status</b>							
Subsidized meals	37	89.2%	41	0.0%	53	64.2%	
Full-pay meals	18	77.8%	15	0.0%	20	65.0%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	85.5%	89.8%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	73	186
Number of Diplomas	47	138
Rate	64.4%	74.7%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	387	383	422	410	809	793
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	14.9	13.6	15.1	15.6	14.9	14.6	16.1	16.2	15.3	15.0
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,044)				
First graders who attended full-day kindergarten	100.0%	N/C	99.8%	97.2%
Retention rate	5.5%	N/A	6.4%	5.3%
Attendance rate	94.6%	Up from 94.3%	96.2%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.4%		9.0%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	9.6%		7.3%	5.1%
Eligible for gifted and talented	6.6%	Up from 5.8%	5.6%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.2%	Down from 10.8%	10.5%	10.9%
Older than usual for grade	7.7%	Up from 6.7%	7.3%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Up from 0.4%	1.9%	1.1%
Enrolled in AP/IB programs	10.2%	Down from 11.5%	6.3%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	10	Down from 40	160	157
Completions in adult education GED or diploma programs	3	Down from 7	13	39
Annual dropout rate	4.4%	Down from 9.5%	2.6%	2.9%
Teachers (n= 87)				
Teachers with advanced degrees	41.4%	Up from 40.2%	41.8%	50.0%
Continuing contract teachers	54.0%	Up from 52.2%	76.4%	84.6%
Highly qualified teachers**	88.2%	N/A	90.8%	92.5%
Teachers with emergency or provisional certificates	19.2%		11.6%	4.4%
Teachers returning from previous year	83.8%	Up from 79.2%	85.2%	89.9%
Teacher attendance rate	94.1%	Up from 91.8%	94.1%	94.7%
Average teacher salary	\$37,293	Down 1.7%	\$38,085	\$40,566
Vacancies for more than nine weeks	1.1%	N/C	1.6%	0.3%
Prof. development days/teacher	8.4 days	Up from 5.0 days	12.1 days	12.0 days
District				
Superintendent's years at district	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 14.2 to 1	19.1 to 1	21.0 to 1
Prime instructional time	85.2%	Up from 83.0%	88.2%	89.5%
Dollars spent per pupil*	\$8,964	Down 8.4%	\$8,544	\$7,217
Percent of expenditures for teacher salaries*	56.1%	Up from 54.3%	53.3%	55.6%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	92.7%	Down from 95.4%	93.9%	97.3%
Number of schools	3	No change	6	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	5.1%	Up from 2.3%	6.3%	4.3%
Average age in years of school facilities	8	Down from 43	32	26
Number of schools with SACS accreditation	0	No change	5	8
Average administrator salary	\$72,600		\$65,229	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	91.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	7 trustees elected to at-large seats
<b>Fiscal Authority</b>	District Board/Referendum
<b>Average Number of Hours of Training Annually</b>	29.0 per board member
<b>Percent new trustees completing orientation</b>	N/A

**DISTRICT SUPERINTENDENT'S REPORT**

Florence Four continues to Strive for Excellence and the highest report card ratings. As local and state newspapers and Equity Law Suit attorneys have pointed out, definite progress has been made. Despite budget cuts and limited resources, the District continues to strive for excellence by overcoming challenges and seizing opportunities to do better. Our focus remains on the improvement of teaching and learning. Continuous progress is our goal and it is evident that our students and teachers are making strides in many areas. Brockington Elementary School staff and students work daily as a community of readers through involvement in proven reading activities/strategies and using technology as a tool for improving student learning; they have won national recognition for their efforts. Johnson Middle School students and teachers are using strategies designed to improve teaching and learning of the South Carolina Curriculum standards. Timmons High School has the distinction of being a pilot-site for Temple University's Community for Learners program that is focused on improving student learning, teaching skills and community involvement. Additionally, in May of 2004, the South Carolina Association of School Administrators named Timmons High School a Flagship School of Promise. We are definitely on our way!

I encourage each of you to work with the Florence County School District Four Board of Trustees and the district administration to continuously improve educational opportunities for the children. I am grateful for the opportunity to serve as superintendent of Florence Four. I review the continuous progress made in so many areas during my tenure with pride. There is no doubt that if the Board, administration, teachers, students, staff, parents and community leaders focus on educational improvement and accountability fairly and consistently, educational excellence will become a reality in Florence School District Four.

Dr. Valerie E Harrison